

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: see Overview of Kentucky's State Performance Plan Development Process document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 4 - Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;**
- B. Effectively communicate their children's needs; and**
- C. Help their children develop and learn.**

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

- A. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family know their rights divided by the # of respondent families participating in Part C times 100.
- B. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs divided by the # of respondent families participating in Part C times 100.
- C. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn divided by the # of respondent families participating in Part C times 100.

Overview of Issue/Description of System or Process:

The family outcome measurement system for Kentucky includes:

- 1. Policies and procedures to guide family outcome assessment and measurement practices.**
- 2. Provision of training and technical assistance supports to administrators and service providers in family outcome data collection, reporting and use.**
- 3. Quality assurance and monitoring procedures to ensure the accuracy of the family outcome data.**
- 4. Data system elements for family outcome data input and maintenance and family outcome data analysis functions.**

Each of these is described below:

1. Policies and procedures to guide family outcome assessment and measurement practices.

Kentucky's current service coordinators, both initial and primary are required by regulation to provide families with an explanation of their family rights in the Part C program. A Handbook of Family Rights is given to each family at intake and explained in detail by the Initial Service Coordinator. At the initial IFSP meeting the Statement of Assurances, which explains family rights and is a part of the Family Rights

Handbook is reviewed with the family and each “right” is initialed by the family once they express understanding, and the completed document is signed by the parent(s) and the service coordinator. At each subsequent IFSP meeting a “Summary of Family Rights” is reviewed with the family and families check those categories on the IFSP and sign to indicate their understanding. Families are also given the name and contact information for the Parent Consultant on the Technical Assistance Team assigned to their area. The Parent Consultant serves as a “technical assistant” to families, to provide training, to answer questions, connect them with other families and generally assist families in their area.

Training and technical assistance to effectively communicate their child’s needs and for helping the child develop and learn are provided to the family by all of the service providers. Service Coordinators conduct a Routines Based Interview (RBI) with each family in preparation for the development of an IFSP. Through discussion of their “typical day”, routines that go well for the family and those that don’t go well are discussed. In this manner, families with the help of service coordinators can more easily identify and communicate their child’s needs. In an effort to assist families to help their child develop and learn, Kentucky has adopted the use of a consultative model of service delivery, emphasizing family education to carry out the goals on a daily basis. The family is the constant in the child’s life and this process provides services to the child through their caregiver. This model empowers the family and supports the family, not the professional goals. The family identifies their needs/concerns and priorities (through the RBI) and selects providers appropriate to meet those identified needs. The IFSP team develops the IFSP and the providers along with the family determine how strategies and activities can be incorporated into their everyday family activities and routines.

A family survey conducted yearly to collect data directly from families.

Kentucky will begin conducting a family survey to assess the measurement needs for this indicator each year. The Part C family survey from the National Center for Special Education Accountability Monitoring (NCSEAM) will be used. Additional questions may be added by Kentucky.

Data will be collected each year for all children in the December 1 child count from the previous year. Every child in the child count will receive several contact attempts; there will be no sampling. While this is not all children served during a given year, it is a representative cross section of children who have been in the program for a long time, children who have just entered the program, families of young babies, and families of children nearing age 3.

The Central Billing & Information System (CBIS) will provide addresses for each family. Surveys in both English and Spanish will be mailed to the families, and will include a prepaid return envelope to facilitate survey participation and response. Families who have not responded after 3 weeks will receive a second survey in the mail. Families who have still not returned a survey after 3 additional weeks will be called by personnel from the Central Billing & Information System to complete the survey over the phone. CBIS will make up to 25 attempts to reach the family by phone at various times during the day. When families are reached by phone, they will be asked if they are able to complete the survey at that time. If it is not convenient, a more convenient time for a follow-up phone call will be determined by the family. Those who cannot be reached by phone, who do not have a phone, or who have a language barrier will have a contact attempt by Kentucky’s Parent Consultants or Program Consultants. CBIS will provide training to these members of the TATs. Only after mail, phone, and personal contact attempts have been exhausted will a non-response be accepted.

Data will be tabulated by CBIS and reported in subsequent Annual Performance Reports.

2. Provision of training and technical assistance supports to administrators and service providers in family outcome data collection, reporting and use.

Kentucky’s providers are all provided with training on family rights when they enter the provider network. Periodic updates to that training are given by the Technical Assistance teams to service coordinators at quarterly meetings or through written communications. First Steps administration and CBIS will provide training to the Technical Assistance Teams on the Family Survey. CBIS will also provide more detailed instruction to the Parent Consultants and/or Program Consultants who may be involved in obtaining

surveys from families after all attempts made by CBIS to contact the family have failed. Providers will be trained on the contents and use of the family survey by the Technical Assistance Teams and through written communications. While they will not be directly involved in the collection of that survey data, they will be informed of the areas of First Steps practice that the survey measures.

3. Quality assurance and monitoring procedures to ensure the accuracy of the family outcome data.

The survey will be conducted by CBIS which is a part of the Urban Studies Institute (USI) of the University of Louisville. This is an excellent resource for conducting a family survey, because there are in-house staff with knowledge and expertise in conducting all types of social surveys (mail, phone, internet and personal). In addition, USI has a phone bank for conducting phone surveys which will be available to CBIS. The Director of CBIS also has a M.A. in Applied Social Research with special emphasis in survey construction, collection and data analysis. Phone surveys conducted in the phone bank are completed using a Computer Assisted Telephone Interviewing (CATI) system so that data are entered directly into a database as respondents answer the questions. Further, phone bank personnel are systematically reviewed while on the phone to ensure quality data collection. All paper surveys will be automatically data-entered through scanning technology to limit error.

4. Data system elements for family outcome data input and maintenance and family outcome data analysis functions.

Data from the family survey will be entered and tabulated by CBIS. A report of survey results will be provided to the lead agency.

Baseline Data for FFY 2004 (2004-2005): NEW INDICATOR, NOT REQUIRED

Discussion of Baseline Data: NEW INDICATOR, NOT REQUIRED

FFY	Measurable and Rigorous Target
2005 (2005-2006)	NEW INDICATOR, NOT REQUIRED
2006 (2006-2007)	NEW INDICATOR, NOT REQUIRED
2007 (2007-2008)	NEW INDICATOR, NOT REQUIRED
2008 (2008-2009)	NEW INDICATOR, NOT REQUIRED
2009 (2009-2010)	NEW INDICATOR, NOT REQUIRED

2010 (2010-2011)	NEW INDICATOR, NOT REQUIRED
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Improvement Activities/Timelines/Resources:

Since this is a new indicator, there are no new improvement activities to be discussed. However, Kentucky would like to point out that we will begin data collection with the December 1, 2005 child count. These data will be the baseline data reported in the February, 2007 APR.

NOTE: See attached copy of the survey tool on next two pages.

First Steps Family Survey - 2005/2006

This is a survey for families receiving Early Intervention services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. You may skip any item that you feel does not apply to your family.

Use pencil or black ink only.



Fill in circles completely:



Incorrect:



Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Very Strongly Agree

Family-Centered Services

1. I was offered help I needed, such as child care or transportation, to participate in the individualized Family Service Plan (IFSP) meeting(s). ☐ ☐ ☐ ☐ ☐ ☐
2. I was asked whether I wanted help in dealing with stressful situations. ☐ ☐ ☐ ☐ ☐ ☐
3. I was given choices concerning my family's services and supports. ☐ ☐ ☐ ☐ ☐ ☐
4. My family's daily routines were considered when planning for my child's services. ☐ ☐ ☐ ☐ ☐ ☐
5. I have felt part of the team when meeting to discuss my child. ☐ ☐ ☐ ☐ ☐ ☐
6. The services on our IFSP have been provided in a timely way. ☐ ☐ ☐ ☐ ☐ ☐

My family was given information about:

7. - modifications of routines, activities, and the physical setting that would help my child. ☐ ☐ ☐ ☐ ☐ ☐
8. - the rights of parents regarding First Steps services. ☐ ☐ ☐ ☐ ☐ ☐
9. - community programs that are open to all children. ☐ ☐ ☐ ☐ ☐ ☐
10. - organizations that offer support for parents of children with disabilities. ☐ ☐ ☐ ☐ ☐ ☐
11. - how to participate in different programs and services in the community. ☐ ☐ ☐ ☐ ☐ ☐
12. - opportunities for my child to play with other children. ☐ ☐ ☐ ☐ ☐ ☐
13. - how to advocate for my child and my family. ☐ ☐ ☐ ☐ ☐ ☐
14. - who to call if I am not satisfied with the services my child receives. ☐ ☐ ☐ ☐ ☐ ☐

Someone from First Steps:

15. - helped me get services like child care, transportation, respite care, or food stamps. ☐ ☐ ☐ ☐ ☐ ☐
16. - helped me get in touch with other parents for help and support. ☐ ☐ ☐ ☐ ☐ ☐
17. - asked whether the services my family was receiving were meeting our needs. ☐ ☐ ☐ ☐ ☐ ☐
18. - went out into the community with me and my child to help us get involved in community activities and services ☐ ☐ ☐ ☐ ☐ ☐

The First Steps service provider(s) that work with my child:

19. - are dependable. ☐ ☐ ☐ ☐ ☐ ☐
20. - are easy for me to talk to about my child and my family. ☐ ☐ ☐ ☐ ☐ ☐
21. - are good at working with my family. ☐ ☐ ☐ ☐ ☐ ☐
22. - My service coordinator is available to speak with me on a regular basis. ☐ ☐ ☐ ☐ ☐ ☐
23. - My service coordinator is knowledgeable and professional. ☐ ☐ ☐ ☐ ☐ ☐
24. - Written information I receive is written in an understandable way. ☐ ☐ ☐ ☐ ☐ ☐
25. - I was given information to help me prepare for my child's transition. ☐ ☐ ☐ ☐ ☐ ☐

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	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied					
Impact of First Steps Services on Your Family										
<i>Over the past year, First Steps services have helped me and/or my family:</i>										
26. - participate in typical activities for children and families in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
27. - know about services in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
28. - improve my family's quality of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
29. - know where to go for support to meet my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
30. - know where to go for support to meet my family's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
31. - get the services that my child and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
32. - feel more confident in my skills as a parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
33. - keep up friendships for my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
34. - make changes in family routines that will benefit my child with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
35. - be more effective in managing my child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
36. - do activities that are good for my child even in times of stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
37. - feel that I can get the services and supports that my child and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
38. - understand how the First Steps Early Intervention system works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
39. - be able to evaluate how much progress my child is making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
40. - feel that my child will be accepted and welcomed in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
41. - feel that my family will be accepted and welcomed in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
42. - communicate more effectively with the people who work with my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
43. - understand the roles of the people who work with my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
44. - know about my child's and family's rights concerning First Step's early intervention services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
45. - do things with and for my child that are good for my child's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
46. - understand my child's special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
47. - feel that my efforts are helping my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
48. Overall, how satisfied are you with First Steps services?										
<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Unsatisfied <input type="radio"/> Very Unsatisfied										
49. Overall, how satisfied are you with First Steps providers?										
<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Unsatisfied <input type="radio"/> Very Unsatisfied										
50. Did you feel that services were delivered to your family in a timely way after your last Individualized Family Service Plan meeting?										
<input type="radio"/> Yes <input type="radio"/> No										
51. Do you feel that you are receiving all the early intervention services necessary to meet the needs of your child and family?										
<input type="radio"/> Yes <input type="radio"/> No										
52. Please indicate your child's race/ethnicity:.					Office Use Only <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
<input type="radio"/> White										
<input type="radio"/> Black or African-American										
<input type="radio"/> Hispanic or Latino										
<input type="radio"/> Asian or Pacific Islander										
<input type="radio"/> American Indian or Alaska Native										
<input type="radio"/> Multi-racial										

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